

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

School Results

School: Teague Park School

District: RSU 39

Code: 3174-1208



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Grade Level Summary Report

School: Teague Park School
 District: RSU 39
 State: Maine
 Code: 3174-1208

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING				85	15	18	47	55	11	13	12	14	544	105	18	48	16	18	543	13,422	15	53	23	9	545	
	MATH			83	20	24	35	42	15	18	13	16	544	103	20	45	16	19	543	13,440	16	48	18	18	543	
WRITING				82	0	0	31	38	39	48	12	15	537	102	2	35	44	19	537	13,395	6	35	45	14	538	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Reading Results

School: Teague Park School
 District: RSU 39
 State: Maine
 Code: 3174-1208

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 556–580)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 540–555)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

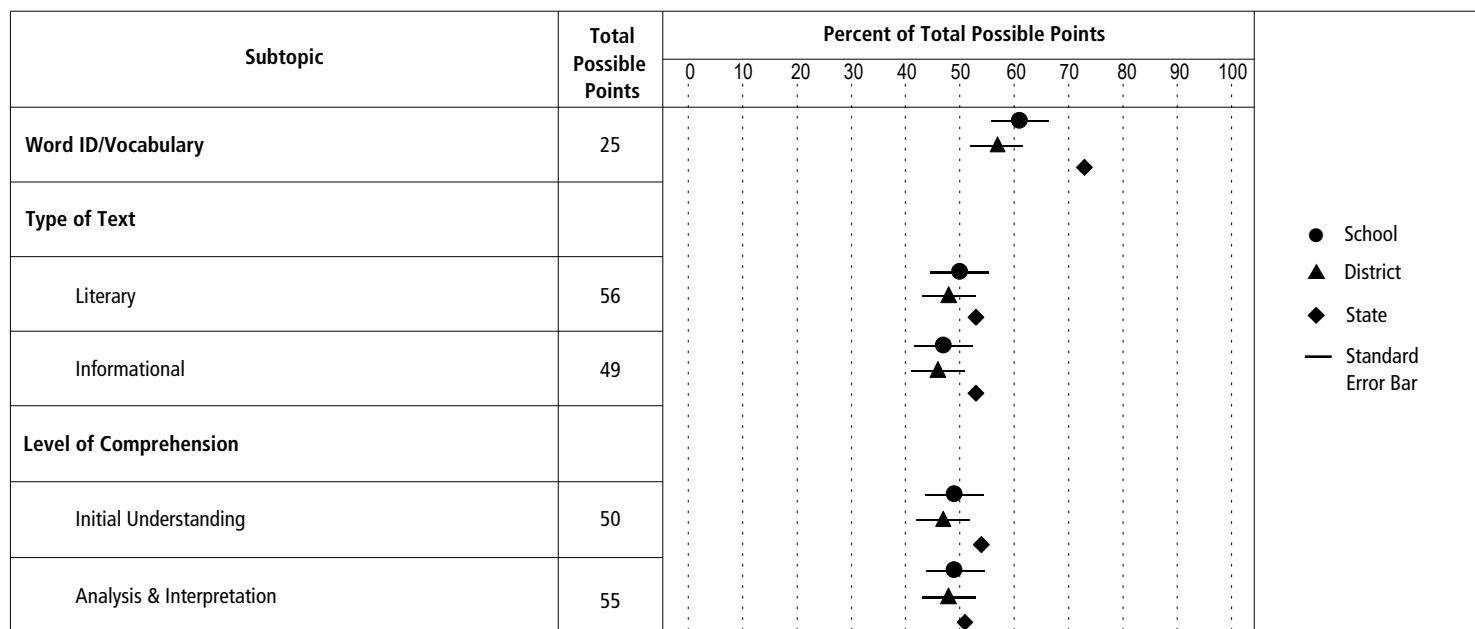
(Scaled Score 530–539)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 500–529)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				80	4	5	43	54	22	28	11	14	542
2010-11				95	5	5	54	57	28	29	8	8	543
2011-12				85	15	18	47	55	11	13	12	14	544
Cumulative Total				260	24	9	144	55	61	23	31	12	543
District													
2009-10				98	6	6	50	51	29	30	13	13	542
2010-11				111	5	5	61	55	30	27	15	14	542
2011-12				105	19	18	50	48	17	16	19	18	543
Cumulative Total				314	30	10	161	51	76	24	47	15	542
State													
2009-10				13,641	2,058	15	7,796	57	2,776	20	1,011	7	546
2010-11				13,460	2,072	15	7,399	55	2,860	21	1,129	8	545
2011-12				13,422	2,060	15	7,096	53	3,072	23	1,194	9	545
Cumulative Total				40,523	6,190	15	22,291	55	8,708	21	3,334	8	545





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Disaggregated Reading Results

School: Teague Park School
 District: RSU 39
 State: Maine
 Code: 3174-1208

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				85	15	18	47	55	11	13	12	14	544	105	18	48	16	18	543	13,422	15	53	23	9	545
Gender																									
Male				41	8	20	23	56	4	10	6	15	545	51	18	47	16	20	542	6,936	10	52	26	11	543
Female				44	7	16	24	55	7	16	6	14	544	54	19	48	17	17	543	6,486	21	54	19	6	547
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				3										3						221	13	47	29	11	543
Not Hispanic or Latino																									
American Indian or Alaskan Native				1										1						117	6	40	38	15	539
Asian				1										1						239	21	55	15	9	547
Black or African American				0										0						387	5	35	29	30	537
Native Hawaiian or Pacific Islander				0										0						13	38	38	8	15	549
White				80	15	19	44	55	11	14	10	13	545	100	19	47	17	17	544	12,290	16	54	23	8	545
Two or more races				0										0						155	13	53	24	10	545
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				4										6						436	5	34	32	29	537
Former LEP student - monitoring year 1				0										0						21	38	62	0	0	554
Former LEP student - monitoring year 2				0										0						15	60	33	7	0	557
All Other Students				81	14	17	45	56	11	14	11	14	545	99	18	48	16	17	543	12,950	16	54	23	8	545
IEP																									
Students with an IEP				16	0	0	5	31	0	0	11	69	529	20	0	25	5	70	527	2,123	1	25	39	35	534
All Other Students				69	15	22	42	61	11	16	1	1	548	85	22	53	19	6	547	11,299	18	58	20	4	547
SES																									
Economically Disadvantaged Students				37	3	8	17	46	8	22	9	24	539	52	8	37	27	29	537	6,165	8	48	29	14	541
All Other Students				48	12	25	30	63	3	6	3	6	549	53	28	58	6	8	549	7,257	22	57	17	4	548
Migrant																									
Migrant Students				1										1						7					
All Other Students				84	15	18	47	56	11	13	11	13	545	104	18	48	16	17	543	13,415	15	53	23	9	545
Title I																									
Students Receiving Title I Services				12	1	8	8	67	2	17	1	8	543	21	5	38	33	24	537	2,638	5	41	40	14	540
All Other Students				73	14	19	39	53	9	12	11	15	545	84	21	50	12	17	544	10,784	18	56	19	8	546
504 Plan																									
Students with a 504 Plan				0										1						300	9	52	30	9	543
All Other Students				85	15	18	47	55	11	13	12	14	544	104	18	47	16	18	543	13,122	15	53	23	9	545

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Mathematics Results

School: Teague Park School
 District: RSU 39
 State: Maine
 Code: 3174-1208

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 554–580)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 540–553)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

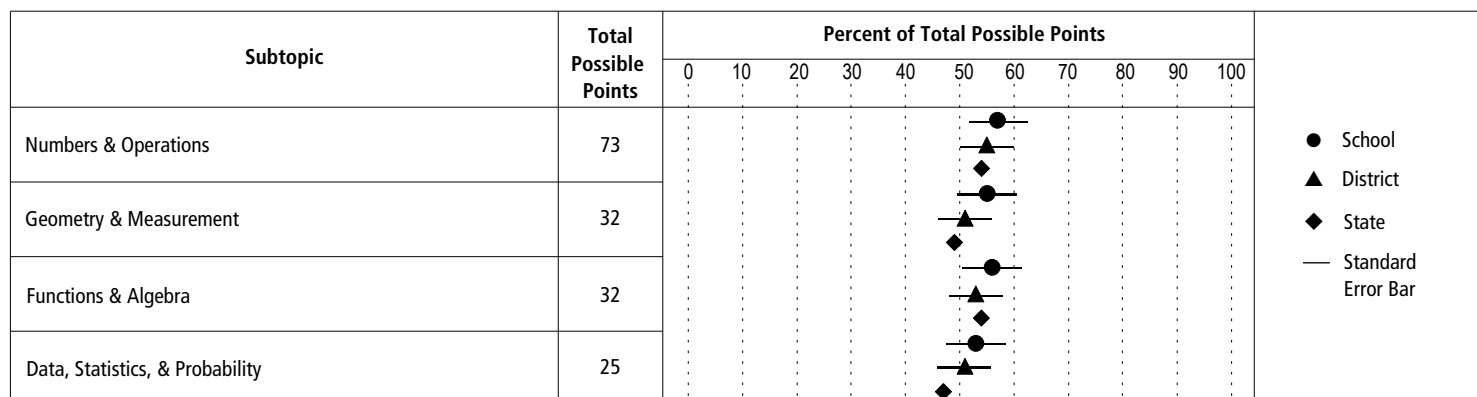
(Scaled Score 533–539)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 500–532)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				80	5	6	30	38	23	29	22	28	539
2010-11				95	10	11	40	42	22	23	23	24	541
2011-12				83	20	24	35	42	15	18	13	16	544
Cumulative Total				258	35	14	105	41	60	23	58	22	541
District													
2009-10				98	5	5	38	39	29	30	26	27	539
2010-11				111	10	9	46	41	24	22	31	28	540
2011-12				103	21	20	46	45	16	16	20	19	543
Cumulative Total				312	36	12	130	42	69	22	77	25	541
State													
2009-10				13,675	2,399	18	6,271	46	2,461	18	2,544	19	543
2010-11				13,524	2,093	15	6,150	45	2,667	20	2,614	19	543
2011-12				13,440	2,207	16	6,438	48	2,439	18	2,356	18	543
Cumulative Total				40,639	6,699	16	18,859	46	7,567	19	7,514	18	543





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Disaggregated Mathematics Results

School: Teague Park School
 District: RSU 39
 State: Maine
 Code: 3174-1208

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				83	20	24	35	42	15	18	13	16	544	103	20	45	16	19	543	13,440	16	48	18	18	543
Gender																									
Male				41	14	34	13	32	8	20	6	15	545	51	27	35	18	20	543	6,949	17	47	18	18	543
Female				42	6	14	22	52	7	17	7	17	543	52	13	54	13	19	542	6,491	16	49	18	17	543
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				3										3						224	12	38	21	29	539
Not Hispanic or Latino																									
American Indian or Alaskan Native				1										1						119	7	47	24	23	540
Asian				1										1						242	23	48	14	15	546
Black or African American				0										0						392	4	31	21	44	534
Native Hawaiian or Pacific Islander				0										0						13	23	54	8	15	546
White				78	19	24	33	42	14	18	12	15	544	98	20	45	15	19	543	12,295	17	49	18	16	543
Two or more races				0										0						155	19	45	18	18	543
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				4										6						449	3	32	20	44	534
Former LEP student - monitoring year 1				0										0						21	43	48	5	5	553
Former LEP student - monitoring year 2				0										0						15	47	33	7	13	555
All Other Students				79	18	23	34	43	15	19	12	15	544	97	20	45	16	19	543	12,955	17	48	18	17	543
IEP																									
Students with an IEP				16	1	6	2	13	4	25	9	56	529	20	5	15	20	60	529	2,131	3	24	24	49	532
All Other Students				67	19	28	33	49	11	16	4	6	547	83	24	52	14	10	546	11,309	19	52	17	12	545
SES																									
Economically Disadvantaged Students				36	3	8	12	33	12	33	9	25	537	51	6	37	25	31	536	6,181	8	43	23	26	539
All Other Students				47	17	36	23	49	3	6	4	9	549	52	35	52	6	8	549	7,259	23	52	14	10	546
Migrant																									
Migrant Students				1										1						7					
All Other Students				82	20	24	35	43	15	18	12	15	544	102	21	45	16	19	543	13,433	16	48	18	18	543
Title I																									
Students Receiving Title I Services				12	1	8	6	50	3	25	2	17	542	21	5	48	19	29	538	2,644	3	36	30	32	537
All Other Students				71	19	27	29	41	12	17	11	15	544	82	24	44	15	17	544	10,796	20	51	15	14	545
504 Plan																									
Students with a 504 Plan				0										1						300	10	45	24	20	541
All Other Students				83	20	24	35	42	15	18	13	16	544	102	21	44	16	20	543	13,140	17	48	18	17	543

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

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Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Writing Results

School: Teague Park School
 District: RSU 39
 State: Maine
 Code: 3174-1208

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 555–580)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 540–554)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

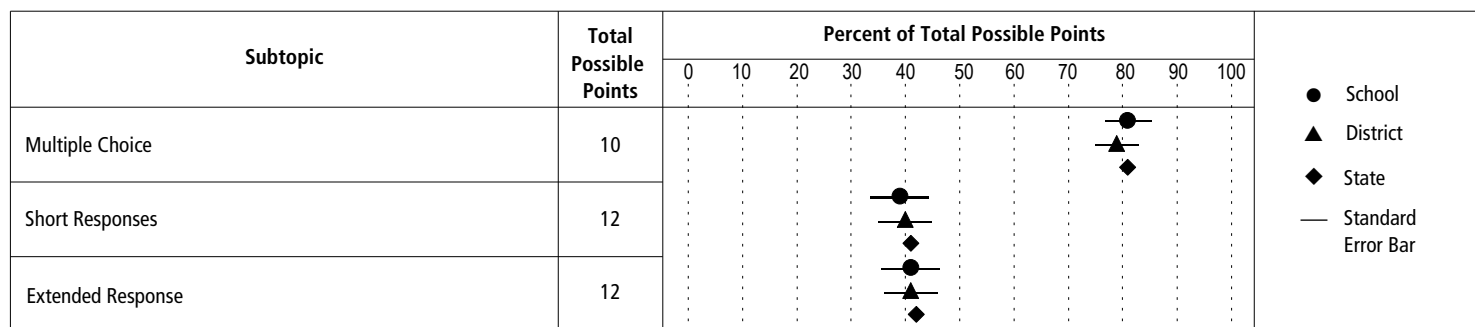
(Scaled Score 527–539)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 500–526)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11				95	2	2	24	25	56	59	13	14	536
2011-12				82	0	0	31	38	39	48	12	15	537
Cumulative Total				177	2	1	55	31	95	54	25	14	536
District													
2009-10													
2010-11				111	3	3	29	26	60	54	19	17	536
2011-12				102	2	2	36	35	45	44	19	19	537
Cumulative Total				213	5	2	65	31	105	49	38	18	536
State													
2009-10													
2010-11				13,435	1,137	8	4,644	35	6,302	47	1,352	10	539
2011-12				13,395	771	6	4,637	35	6,069	45	1,918	14	538
Cumulative Total				26,830	1,908	7	9,281	35	12,371	46	3,270	12	539





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Disaggregated Writing Results

School: Teague Park School
 District: RSU 39
 State: Maine
 Code: 3174-1208

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				82	0	0	31	38	39	48	12	15	537	102	2	35	44	19	537	13,395	6	35	45	14	538
Gender																									
Male				40	0	0	15	38	19	48	6	15	537	50	0	32	48	20	535	6,914	3	28	50	19	535
Female				42	0	0	16	38	20	48	6	14	537	52	4	38	40	17	538	6,481	9	42	41	9	541
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				2										2						219	5	31	49	16	537
Not Hispanic or Latino																									
American Indian or Alaskan Native				1										1						117	1	21	50	29	532
Asian				1										1						238	8	40	39	13	540
Black or African American				0										0						384	2	24	42	33	532
Native Hawaiian or Pacific Islander				0										0						13	15	62	8	15	545
White				78	0	0	28	36	39	50	11	14	537	98	2	34	46	18	536	12,269	6	35	46	14	538
Two or more races				0										0						155	5	34	42	19	537
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				3										5						434	4	24	42	30	533
Former LEP student - monitoring year 1				0										0						20	5	55	35	5	542
Former LEP student - monitoring year 2				0										0						15	20	53	27	0	546
All Other Students				79	0	0	29	37	38	48	12	15	537	97	2	35	45	18	537	12,926	6	35	45	14	538
IEP																									
Students with an IEP				15	0	0	3	20	2	13	10	67	527	19	0	16	11	74	525	2,111	<1	8	43	48	527
All Other Students				67	0	0	28	42	37	55	2	3	539	83	2	40	52	6	539	11,284	7	40	46	8	540
SES																									
Economically Disadvantaged Students				35	0	0	12	34	14	40	9	26	534	50	0	30	40	30	533	6,149	3	26	50	21	535
All Other Students				47	0	0	19	40	25	53	3	6	539	52	4	40	48	8	540	7,246	8	42	41	9	540
Migrant																									
Migrant Students				0										0						6					
All Other Students				82	0	0	31	38	39	48	12	15	537	102	2	35	44	19	537	13,389	6	35	45	14	538
Title I																									
Students Receiving Title I Services				12	0	0	3	25	8	67	1	8	537	21	0	19	62	19	535	2,633	2	20	55	23	534
All Other Students				70	0	0	28	40	31	44	11	16	537	81	2	40	40	19	537	10,762	7	38	43	12	539
504 Plan																									
Students with a 504 Plan				0										1						299	2	24	57	17	535
All Other Students				82	0	0	31	38	39	48	12	15	537	101	2	35	45	19	536	13,096	6	35	45	14	538

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